

## Cover Sheet – Social Service Activity

AGENCY NAME: CHD/Big Brothers Big Sisters of Hampshire County  
AGENCY ADDRESS: 70 Boltwood Walk, Amherst MA 01002  
AGENCY PHONE NO: 413-259-3345 CONTACT PERSON: Renee Moss  
CONTACT PERSON EMAIL: rmoss@chd.org  
CDBG FUNDING REQUEST: \$40,000

1. **Project Name:** Big Brothers Big Sisters ARPS (Amherst Regional Public Schools) Family Center Partnership
2. **Project Description (1-2 sentences)** BBBS of Hampshire County will provide high-quality mentoring relationships for the most at-risk children in Amherst, as identified by the ARPS Family Center and other school personnel. Amherst CDBG funding will allow us to continue this CDBG funded partnership, providing services to children who have never been matched, helping to address our waiting list of 160 children, 60 of whom are from Amherst.
3. **Project Location (Street address):** The Amherst community including the local college campuses. Organized from the BBBSHC office at the Bangs Center, 70 Boltwood Walk, Amherst.
4. **Budget Request:** \$40,000
5. **Type of Activity (check one):**
  - ☐ Family and individual stabilization
  - ☒ Youth development
  - ☐ Economic self-sufficiency (adult education)
  - ☐ Food and nutrition
  - ☐ Health services
  - ☐ Emergency & preventive services: rental assistance, fuel assistance, and shelter services.
  - ☐ Other – please explain
6. **National Objective:**
  - a. **Total number of beneficiaries (individuals served):** 25 previously unserved children (and their families) plus support for 75 ongoing matches
  - b. **Total Low/Mod beneficiaries (individuals served):** 25 previously unserved children (and their families) plus support for 75 ongoing matches



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## CHD/Big Brothers Big Sisters of Hampshire County

### National Objective Description

Big Brothers Big Sisters of Hampshire County (BBBSHC) serves many of the most vulnerable children in Amherst. In FY16 (last completed fiscal year), 91% of Amherst Little Brothers and Sisters came from families who qualify (as per HUD guidelines) as low, very low, or extremely low income. 100% of families served with CDBG funds will qualify as low or moderate income.

Income levels and demographic information are thoroughly documented with each family served. As part of the application to enroll children in our program, parents fill out a CDBG declaration form indicating the number of people in their household, family income level, demographic information, and educational attainment. We ask all families to complete this form in order to document the population we serve. (*CDBG Declaration form included in Appendix.*)

### A. Demonstrate Consistency with Community Development Strategy

The FY17 Community Development Strategy includes **youth development** among the areas of focus. The Big Brothers Big Sisters mentoring model is evidence based, aligned closely with Positive Youth Development theory (PYD), and provides an important protective factor that helps mitigate the multitude of risk-factors presenting to our targeted local youth. The Search Institute identifies mentorship as a vital “external asset”, stating the importance of “other adult relationships: young person receives support from three or more nonparent adults”.

BBBS understands that in order to support our matches and ensure success for these fragile relationships, we must understand the youth within the context of their family and the community. We value our partnerships with other agencies and firmly believe that working collaboratively provides all of us with the opportunity to truly strengthen vulnerable children and families. This addresses the following need as stated in the Community Strategy: “A balanced approach among family stabilization, individual stabilization, youth development, services that help develop economic self-sufficiency (adult education), food and nutrition programs, low-cost accessible comprehensive health services, and emergency and preventive services ranging from rental assistance, fuel assistance, to shelter services”.

**Prevention** is a key aspect of providing a comprehensive network of support for the children and families of Hampshire County. Providing a one-to-one relationship for a child is a rare opportunity to focus on the specific needs of a child. A mentor can facilitate the development of positive assets for a mentee by being a caring and dependable friend, providing a sense of safety, valuing youth as part of our community, offering opportunities to engage in creative activities, and expressing high expectations for the young people who participate in our program. Children with mentors are more likely to engage in school, be caring and responsible, and value equality and social justice. They are also more likely to be able to resist risky behaviors, have a sense of personal power and self-esteem, and have a positive view of the future. In short, they have a better chance to develop into productive citizens with positive and successful life paths, often breaking multi-generational familial patterns of poverty.

Mentoring can be an important contributor to achieving **family stabilization**. The mentee spending time regularly with a trusted adult mentor who clearly cares about their well-being has a positive effect upon the entire family, as it improves the mentee’s relationships with other adults and peers, and provides respite for the parent. Additionally, children and families receive ongoing support from their relationship with their BBBSHC case manager. By building a trusting relationship with the entire family, BBBS case managers, along with the ARPS Family Center and guidance counselors from the schools, are able to identify and address the needs of each family by making referrals for additional services to other human service organizations.

## B. Agency Information

Big Brothers Big Sisters of Hampshire County (BBBSHC) is a program of the Center for Human Development (CHD). Since 1972, CHD has been providing human services to meet the needs of the most at-risk populations in Western Massachusetts and Northern Connecticut. CHD's mission states that it is "dedicated to promoting, enhancing, and protecting the dignity and welfare of people in need by providing a broad range of community-oriented human services." It provides fiscal management, human resources, technical and program support, and oversight for over forty human services programs. Its 45 years of experience managing diverse programs guarantees sophisticated and efficient administration of programs. The programs themselves are grounded in the communities served and are responsible for creating and raising their own budgets, fundraising, program development, and several (including BBBSHC) have their own advisory boards. (See BBBS budget and board list in appendix)

As an affiliate of Big Brothers Big Sisters of America (BBBSA), we are able to provide our Littles with a mentoring model that is research-based and has proven to be an important protective factor in youth development. BBBSHC follows and exceeds best practice standards set by our national office. A study conducted for Big Brothers Big Sisters of America by Public/Private Ventures (an independent research company) found that when compared with their peers, Littles who met regularly with their Bigs for at least one year were:

- \* 46% less likely to start using drugs (70% less likely for minority Littles)
- \* 27 % less likely to start drinking
- \* 52% less likely to skip a day of school
- \* 37% less likely to skip class
- \* 33% less likely to hit someone
- \* More likely to get higher grades
- \* More likely to trust their parents
- \* Less likely to lie to their parents.

Since 1975, Big Brothers Big Sisters of Hampshire County has been providing quality one-to-one mentoring relationships to local children in need of positive adult influence and friendship. Supervised by a staff of professional (MSW, MA, and MEd) case managers, volunteers spend time weekly with a child for at least one year developing a positive, trusting and enriching friendship. A special person such as a Big Brother or Sister can often be the one factor that can change the destiny of a child's life, providing the resources and encouragement to become a productive and healthy adult, and interrupting generations of familial poverty and multiple risk factors. Just by sharing experiences, celebrating accomplishments, and listening to a child's concerns, a Big Brother or Sister can deeply transform a child's life.

The program has a long history of serving Amherst, including co-chairing the Amherst Human Services Network for many years. We have successfully provided mentors for children in Amherst for 40 years and therefore have the infrastructure in place to be successful with the proposed project. The continuation of our partnership with the Amherst Schools through the ARPS Family Center, which was initiated through CDBG funding for FY16, guarantees that we are reaching children with the greatest needs. As the flagship mentoring organization in Hampshire County, we have built great expertise in this field. In order to support our mentoring relationships we build strong and trusting relationships with the parents of the mentees we serve. For many years we have had close partnerships with the Amherst Schools and other agencies, coalitions, local colleges and community partners.

The program utilizes two basic mentoring models: community-based and campus site-based mentoring. **Community-based matches** meet weekly on weekends or after school. They spend one-to-one time developing a friendship/mentoring relationship through activities such as biking, arts and crafts, sports, going to the library, cooking dinner together at the mentor's house, etc. The program obtains free or discounted access to recreational/cultural venues in the community for our matches. **Site-based "Kids to Campus" matches** also meet weekly. This program, supervised on-campus by the BBBS case manager, utilizes college students as mentors and takes place on the Amherst College and UMass campuses. Once per week, mentees ride the bus after school to Amherst College or UMass. They spend time with their

mentors, utilizing the facilities of the campuses such as the library, gym, and craft center and then have dinner together at the dining halls. Spending time on a college campus and developing a friendship with a college student helps dispel the mystique of higher education and encourages higher educational aspirations for the mentees, who mostly come from families with relatively low educational attainment. Both models adhere to best practices in mentoring. All mentors are rigorously screened using the same standards. Our program exceeds national mentoring standards for match support and mentor screening.

We also have two special partnerships focusing on specific populations:

***Adoption Mentoring Partnership (AMP):*** Community-based matches where both mentee and mentor are adopted. Mentors are UMass students who also enroll in a course about adoption. This program began in response to the Amherst Schools identifying this population as underserved and in need of support.

***Shelter Program:*** A special partnership with Jessie's House where we match children who are in shelter with mentors from the community.

The program accesses free or discounted admissions to recreational and cultural venues in the community and issues monthly newsletters to mentors informing them of these special opportunities. For most of the children in our program these opportunities are "firsts" for them and help them make a greater connection to the community, increase self-esteem, and enrich their scope of cultural or recreational experiences. We host monthly group events for mentors and mentees, 4 annual events that include families, and an annual mentor recognition event. The program also accesses summer camp scholarships for many of the mentees, especially those whose college student mentors are away during the summer.

The program is deeply rooted in the community, and trusted and valued by many of the most vulnerable families in Amherst. Though we are primarily a mentoring program, our program believes that enhanced engagement with families will make the mentoring relationship more successful for everyone. As an example, BBBS case manager Victoria Silva who is bi-lingual/bi-cultural worked for many years as the outreach worker for the Amherst schools. In that role she built deep connections and trust with Latino community. Given these difficult times for our growing immigrant community, she volunteers with this community and is a trusted support, advocate, and translator, helping families navigate immigration, health care, medical appointments, official documents, the courts, schools (IEP meetings), etc. She often works with area businesses, helping translate at meetings between workers and business owners. The children of many of these families are mentees with the program.

The Town of Amherst has always supported BBBSHC either through CDBG or Town of Amherst funding. This has enabled us to focus on Amherst, serving more young people here than any other town in the county. ***A loss of Amherst funding would destabilize the program, forcing us to lose an Amherst-dedicated case management position, who works closely with the Amherst schools through the ARPS Family Center, serving close to 50 children. The loss of this funding would translate into no or very few new Amherst children being served in FY18.***

BBBSHC relies heavily upon its committed and diverse advisory board for direction. Our board reflects the interests of the broader community, including a former Little Sister who is now an adult, the parent of several past Littles, past and present Bigs, teachers, past and present employees of UMass and Amherst College, and many concerned citizens from around the county. (See attached BBBS Advisory Board list)

Presently, the program has the capacity to serve approximately 180 mentees per year, with over 60% of children served residing in Amherst. The program has a staff of five Masters level case managers, totaling 3.675 full time equivalents, one director, one development/recruitment director and a half-time administrative assistant. We also have a clinical supervisor, Jenny McKenna, who has been donating an hour each week to the program for close to 20 years. In the past, when we had more funding, we were able to support 5 full-time case managers and serve over 250 children per year. It is our goal to increase our capacity to this level again. CDBG funds will help stabilize our present capacity in Amherst and allow us to seek new funding from other sources.

The program's short term goals are to create new matches for children on our waiting list (mostly referred by schools and other agencies) before they age out of eligibility or appropriateness for the

service, and provide ongoing support for matches throughout their duration. Our long-term goals are to increase the likelihood of our mentees becoming productive, successful adults by supporting positive life-transforming mentoring relationships that encourage healthy social, emotional and cognitive development. Improvement in our mentees is measured by our Program Outcomes Evaluation (POE) tool which is administered after 1 year of a match and each year consecutively. In FY16 our POE showed that 90% or more of our mentees showed improvement in self-confidence, ability to express feelings, relationships with peers and other adults, and ability to show trust; and 80% or more showed improvement in sense of the future, ability to make decisions, academic performance, classroom behavior, and class participation. (See attached Evaluation tool with last year's entire outcomes summary.)

### **C. Project Budget Information**

We have many years of experience in creating and managing our budget. We have received CDBG funds from Amherst in the past and from the city of Northampton for over 30 years. We have been responsible for quarterly reporting and have always met our fiscal and programmatic responsibilities. We have several well-established fundraisers in the community, such as two Craft Fairs, a Bowl-a-thon, and our Daffodil 5K Run. We also have many loyal donors to the program. We are confident that we can count on our projections for the additional funding for this project. The cost of our services is on par with other programs throughout the country that provide the same level of mentoring oversight along with engagement with families. Each match provides a child with approximately 200 hours per year of quality one-to-one time with a caring adult mentor. As a program of CHD, our fiscal department oversees the accuracy of our projected budget as well as ongoing monitoring of the budget once the project is up and running. Renee Moss, who prepared the budget, along with CHD Budget Analyst Steven Kowal, has been creating and managing the BBBSHC budget for over thirty years. (*See attached project budget.*)



**Big Brothers Big Sisters of CHD/Hampshire County**  
**Amherst CDBG Budget**  
**FY 2018 (July 1, 2017 - June 30, 2018)**

Personnel	12 MONTH	
BBBS DIRECTOR (60,218 x .05 FTE)	\$ 3,011	The BBBS Director is responsible for program development, sustainability, and outreach. (2 hours per week)
CASEWORK SUPERVISOR (45,163 x .05 FTE)	\$ 2,258	The case work supervisor is responsible for ongoing supervision of the case manager. (2 hours per week)
CASE MANAGER (32,122 x .781 FTE)	\$ 25,095	Case manager is responsible for creating new matches, providing ongoing individual and group supervision to mentors, and regular contact with families, other agencies, and school and ARPS Family Center personnel. (25 hours per week)
DEVELOPMENT COORDINATOR (38,148 x .05 FTE)	\$ 1,907	Process paperwork for maintaining program records, CORI's, references, data entry, etc. Also responsible for typing and formatting fliers and brochures and other recruitment material. (2 hours per week)
<b>SUB-TOTAL SALARIES</b>	<b>\$ 32,271</b>	
<b>PAYROLL TAX</b>		
F.I.C.A.	\$ 2,333	FICA - Expense amount can vary depending on the level of employee participation in Cafeteria Plan Benefits.
UNIVERSAL HEALTH INSURANCE TAX	\$ 47	MA Health is calculated at .0048% for the first 14,000 of wages earned by an individual within a calendar year.
UNEMPLOYMENT TAX	\$ -	Unemployment is calculated at 1% of total wages paid. No unemployment expense is expected for sole grant employee.
WORKMAN'S COMPENSATION	\$ 394	Workman's Compensation is charged at 1.42% of wages
<b>SUB-TOTAL PAYROLL TAX</b>	<b>\$ 2,774</b>	
<b>FRINGE BENEFITS</b>		
LIFE INSURANCE	\$ 66	The agency pays 100% of a policy that covers employees for one year's salary in case of death.
DISABILITY INSURANCE	\$ 419	Agency pays 100% of short-term and long-term disability insurance.
HEALTH INSURANCE / DENTAL	\$ 10,627	Agency pays 80% of family, double or single health insurance and 50% of dental.
PENSION	\$ 963	After 2 years of employment, agency pays 3% of wages as contribution to pension.
<b>SUB-TOTAL FRINGE BENEFITS</b>	<b>\$ 12,075</b>	The Center for Human Development has a benefits package available to all qualified employees.
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 47,120</b>	
<b>OTHER</b>		
Rent	\$ 2,168	Percentage of rent that represents 20-25 matches. (13.9% = 25 of 180 total number of matches)
Office Supplies	\$ 200	File folders, paper, pens, staples, etc. that represent the cost of supporting 25 matches.
Program Supplies	\$ 200	Snacks, arts and crafts supplies, etc.
Insurance (general liability and property)	\$ 76	Represents the cost of insurance for 20-25 matches.
Insurance (professional) (.65% of wages)	\$ 210	Represents the cost of insurance for 20-25 matches.
Postage	\$ 110	Represents the cost of postage for 20-25 matches.
Printing	\$ 50	Represents the cost of printing for recruitment material.
Mentor Training	\$ 75	The cost of materials for training mentors including the Mentor Handbook, articles, etc.
Staff Training	\$ 250	Training allotment for personnel associated with this project.
Telephone	\$ 167	Represents the proportionate cost of telephone 20-25 matches.
<b>SUB-TOTAL OTHER</b>	<b>\$ 3,506</b>	



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#### **D. Project Description**

CHD/Big Brothers Big Sisters of Hampshire County (BBBSHC) is requesting funds for our ARPS Family Center / Steps to Success Partnership. This project addresses the community need for support for youth development and is the continuation of a project presently funded with Mass. CDBG funds. This program provides mentors for 20 – 25 new Amherst children from low income families facing multiple risk factors who are at risk of school failure and in need of opportunities for pro-social involvement. The program also provides ongoing support for approximately 100 Amherst children already in matches, many of whom started with CDBG funds but are now supplemented with program fundraised revenue.

Mentors will be adults from the community as well as college students. (See description of models in Agency Description section.) Depending upon the specific situation of each child and family, BBBS staff will determine which of our program models will be best for the child. Matches meet weekly for 3-5 hours for at least one year. BBBS provides screening, training, and ongoing support for participants for the duration of the matches.

The BBBS case manager will meet with families to do an assessment and develop a connection to the program. The case manager will also work closely with the ARPS Family Center in order to make the best match possible. Staff has regular contact with the child and family throughout the tenure of the match. Families will be invited to BBBS group events. Through this ongoing contact and group activities BBBS builds a sense of community and connection for families who are part of the program. Through this relationship with parents the case manager can provide referrals for additional services if the need arises.

BBBS staff will recruit, screen and train all mentors. During the screening process the case manager assesses the mentor: their judgment, values, family history, interests, etc. in order to be able to make the best match possible. Once matched, the mentor develops a trusting relationship with the child. Mentors make a commitment to meet weekly with their mentees for at least 1 year. In our 40 years we've seen most matches continue far beyond the initial 1-year commitment and many become lifelong friendships. Mentors play a strong role in encouraging higher education or vocational training for mentees. This relationship has been responsible for breaking cycles of generational poverty and under-achievement. Many mentees are the first in their families to graduate from high school and even go on to college.

Matches provide opportunities for pro-social involvement through a strong connection to a positive role model. Mentors are college students or community members who have achieved educational and vocational success and model positive "can do" attitudes toward education and other future life options. These relationships help bridge the socio-economic gap that is so palpable to many Amherst youth.

Services provided by BBBSHC have been prioritized by the community at the local level, as demonstrated by our long waiting list of 60 Amherst children. Speaking on behalf of the ARPS Family Center, Interim School Superintendent Mike Morris stated, *"These students need the connections and community support that having a Big provides, and will greatly benefit from the adult role model, the community activities, social support, academic support, individual attention, and lasting relationships. When our agencies collaborate in this manner, our mutual services complement and strengthen each other, resulting in better outcomes for our children and families."* (See attached letter of support.)

#### **E. Project Need**

The project will address the need to bridge the achievement gap for low income children growing up in Amherst. The socio-economic divide in the Amherst Schools is great. Many families are living below the poverty line and have low educational attainment, among other risk factors. Because many parents feel uncomfortable or intimidated by a school setting, schools often have difficulties engaging them in their children's education. This proposed partnership between BBBSHC and the ARPS Family Center will strengthen that connection. The BBBS mentoring model is proven to increase the likelihood of school success and pro-social behavior for children in families with multiple risk factors. Providing a mentor for a child can offer the complementary support to complete comprehensive wrap-around services.

The need for BBBS services is evident in our long waiting list of over 150 children, 60 of whom are from Amherst. Although more than a 60% of children currently matched reside in Amherst, more than 1/3



of children waiting to be matched are also Amherst residents. We make as many matches as possible with our limited case management staff. However, each year many waiting youth are removed from our list because they have aged out without receiving services. When we reviewed our waiting list this past September we had to remove 40 names from Amherst. They were not served due to lack of program capacity. This funding would ensure that each year 20-25 new Amherst children receive mentors, in addition to the program supporting nearly 100 already existing matches.

#### **F. Community Involvement and Support**

Beneficiaries for this project will be referred by the ARPS Family Center. The Family Center will identify children and families who are high need due to multiple risk factors acting upon the family. Children and families referred must also desire a mentoring match and undergo a thorough screening process with BBBSHC staff before being matched. Throughout the referral, screening, and matching process, families are invited to give feedback and input. BBBS encourages children and their parents to help in making decisions about the right Big, match activities, scheduling throughout the match and suggestions for the program.

Once a child is matched, parent and child input are solicited through monthly match support check-ins with the family's case manager. Check-ins are an opportunity for the case manager to ensure that the child and parents are satisfied with the match activities, relationship development, safety of the match and the program in general. It's also a time when families can inform the case manager of important changes or stresses affecting the family for which the case manager may be able to offer resources. In addition to match support, children, parents and mentors respond to surveys annually throughout a match. Case managers administer the POE (Program Outcome Evaluation) to parents and mentors. The YOS (Youth Outcomes Survey) and SOR (Strength of Relationship) are administered to children and mentors. Parents and mentors are also asked to respond to surveys regarding their satisfaction with program services. Feedback from these surveys help to evaluate program service delivery and priorities. Responses to these surveys, along with match support feedback, also inform case managers about the needs of a match. (*See surveys in appendix.*)

#### **G. Project Feasibility**

The proposed project is feasible and capable of proceeding at the time of award because it is a continuation of a successful partnership already in place, based upon the successful mentoring model the program has demonstrated for over 40 years. CDBG funding will maintain this program which is a partnership with the ARPS Family Center and will allow 20-25 new Amherst matches per year. As a small agency with only 3.675 FTE case managers currently serving all of Hampshire County, there is a long list of 160 children waiting to be matched. Our office receives new referrals every day, mostly for children living in the low-income housing complexes of Amherst.

Personnel for this project would include 25 hours per week of a case manager who will work directly with the children, families, and mentors as well as collaborate with the ARPS Family Center regarding referrals. All case managers at BBBSHC are required to have a master's level degree and experience working with children and families. One member of our case management team is Latina bilingual/bicultural, which is important for communication with our many Spanish-speaking families. Other case managers have been with the program for over 15 years. The case managers are supervised by our program supervisor, Jessica Daly. Program director Renee Moss, who has been with the program for over 30 years, will oversee the program. Our administrative assistant will provide the clerical support for this program. Our Development Director is responsible for college and community mentor recruitment.

BBBSHC has been serving children and families in Amherst for over 40 years. We have consistently received Town funding and provided the services promised. We have been fiscally sound and responsible throughout our history. We have received Amherst CDBG funds numerous times and have exceeded our contracted services. We have filed all reports on time and provided accurate data. The program has received CDBG funds from Northampton for over 30 years and has always been in compliance with regulations and fulfilled our contract requirements in a timely and competent manner. As a local affiliate

of Big Brothers Big Sisters of America, we provide a mentoring model that is research-based and proven to produce positive outcomes for mentees. As a program of CHD, we have a sound and sophisticated administrative infrastructure with over 40 years of experience overseeing hundreds of government contracts.

During the 1<sup>st</sup> quarter of this grant we hope to receive at least 10-12 new referrals from the ARPS Family Center. At the same time, our development director and case manager will work together to recruit and screen mentors for the referrals. The case manager will screen and interview families as they are referred in order to match them as soon as possible. We hope to receive another 5-8 referrals in the 2<sup>nd</sup> quarter, and the final 5 in the 3<sup>rd</sup> and 4<sup>th</sup> quarters. Matches will receive ongoing support and supervision.

## **H. Project Impact**

This program will have significant impact upon the stated need for quality youth development programs for low-income children and families living in Amherst. The mentoring relationship will provide experiences for the child that will build confidence, competence, and caring assets and help bridge the socio-economic achievement gap that exists in Amherst.

The direct outcome that will result from this project will be the creation and support of 20-25 new matches over and above our present caseload of Amherst matches. Years of experience and extensive research have shown that participating in a BBBS mentoring match produces positive outcomes (please see attachment for FY'16 POE data). Indirect outcomes for this project include respite for the families, positive connections to the community and a gradual bridging of the socio-economic gap in Amherst.

We constantly monitor the outcomes of our matches. Program staff meet weekly with a clinician to review cases and intakes. Statistics are reviewed annually for adherence to program goals, client priorities, and contractual agreements by program staff, program director, and outside funding sources. Our sponsoring agency, the Center for Human Development, requires regular program evaluation, as does the national office of Big Brothers Big Sisters. We presently use the POE tool developed by Big Brothers Big Sisters of America. A summary of our most recent 12-month evaluations is attached.

Because mentoring provides a protective factor against adverse influences, mentees are less likely to engage in risky behaviors and more likely to have a positive sense of the future. Spending time with a mentor who models making sound decisions around education, vocational training, and employment; encourages healthy and creative ways to have fun; and models good citizenship and friendship skills influences mentees to grow into self-sufficient adults.

BBBSHC operates on the belief that collaboration with other agencies and community partners enhances the services we provide. By formalizing and deepening our partnership with the ARPS Family Center, we will better serve the most at risk children in the Amherst Schools. BBBSHC also collaborates with many other partners. Renee Moss, Director of BBBSHC, co-chairs the Amherst Human Service Network and is on the COSA and United Way boards representing partner agencies. Through long-established close ties, BBBSHC receives referrals from Family Outreach of Amherst, school guidance counselors, the Department of Children and Families, and many others. BBBSHC is also a quality-based member of the Mass Mentoring Partnership, meeting and exceeding the highest standards of practice for mentoring organizations.

For this proposal, our short-term goals are to receive 20-25 new referrals from the Amherst schools via the ARPS Family Center and school guidance counselors, create and support their matches, ensuring that they meet regularly for at least one year and focus on the needs of each individual child. Most matches last much longer than a year and many go on to be lifelong friendships. Our long-term goals are to see improvement in our mentees' self-efficacy as reflected in our Program Outcomes Evaluation (POE) indicators, which are measured after 1 year of a match and each year consecutively. In FY16 our POE showed that 90% or more of our mentees showed improvement in self-confidence, ability to express feelings, relationships with peers and other adults, and ability to show trust; and 80% or more showed improvement in sense of the future, ability to make decisions, academic performance, classroom behavior, and class participation. (*See appendix for POE with last year's entire outcomes summary.*)

# THE AMHERST, PELHAM & AMHERST-PELHAM REGIONAL PUBLIC SCHOOLS

*Serving the Towns of Amherst, Pelham, Leverett and Shutesbury*

OFFICE OF THE SUPERINTENDENT  
170 CHESTNUT STREET  
AMHERST, MA 01002

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413-549-6108 (FAX)  
[WWW.ARPS.ORG](http://WWW.ARPS.ORG)

December 16, 2016

CDBG Advisory Committee  
Amherst Planning Department  
Amherst Town Hall, 2nd Floor  
4 Boltwood Avenue  
Amherst, MA 01002

To Whom It May Concern:

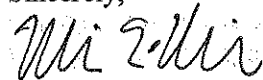
On behalf of the Amherst, Pelham and Regional Schools, I am writing to express my strongest support for the CDBG grant application submission from CHD/Big Brothers Big Sisters of Hampshire County. CHD/Big Brothers Big Sisters of Hampshire County is one of our most valued partners, providing extraordinary support for our students and families.

The ARPS Family Center and Steps to Success Program were established to improve family engagement and work with families and community partners in order to break down barriers that prevent student success. The families we support come from a variety of backgrounds and experiences and often face a wide range of barriers to their children's success. Many face issues of poverty; are single-parent households, some with multiple children in the home; many are recent immigrants and are not native English speakers; and many face other issues that impact their ability to effectively access available services and fully participate in school life.

One major goal of the ARPS Family Center is to form relationships with community partners to ensure effective access to services for our families. The connection with the CHD/Big Brothers Big Sisters is invaluable to this work. The students and families we support through the ARPS Family Center are those who will benefit the most from an effective partnership with Big Brothers Big Sisters. These students need the connections and community support that having a Big provides and will greatly benefit from the adult role model, the community activities, social support, academic support, individual attention, and lasting relationships. When our agencies collaborate in this manner, our mutual services complement and strengthen each other, resulting in better outcomes for our children and families.

I hope you agree that CHD/Big Brothers Big Sisters of Hampshire County provides an invaluable service to our community and will approve their application for funding. Please feel free to call 362-1831 with any questions.

Sincerely,



Michael Morris  
Interim Superintendent

 ORIGINAL

**CHD/BIG BROTHERS BIG SISTERS OF HAMPSHIRE COUNTY  
ADVISORY BOARD MEMBERS (9/27/16)**

**Erin Couture (9/11) – President**

Vice President, Commercial Loan Officer  
Florence Savings Bank  
Work: 413-587-1728 Cell: 413-427-9508  
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**Elaine Puleo – Big Sister (9/13) – Vice President**

Emeritus Associate Professor,  
School of Public Health and Health Sciences  
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**FY17 Budget**

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## Programa CDBG Autodeclaración

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Dirrección \_\_\_\_\_ Ciudad/Pueblo \_\_\_\_\_

Número de Teléfono \_\_\_\_\_ Código Postal \_\_\_\_\_

1. Por favor circule el número de personas en su familia, en la primera fila de la tabla.

	1 Person	2 People	3 People	4 People	5 People	6 People	7 People	8 People
30% of Median	\$17,500	\$20,000	\$22,500	\$24,950	\$28,440	\$32,580	\$36,730	\$40,890
50% of Median	\$29,150	\$33,300	\$37,450	\$41,600	\$44,950	\$48,300	\$51,600	\$54,950
80% of Median	\$46,000	\$52,600	\$59,150	\$65,700	\$71,000	\$76,250	\$81,500	\$86,750

2. Seleccione la opción que le aplica a su familia:

\_\_\_\_\_ Durante los últimos doce (12) meses, nuestro ingreso familiar sea igual o inferior a la cantidad indicada en la fila denominada "30% de la mediana" para el tamaño de nuestra familia.

\_\_\_\_\_ Durante los últimos doce (12) meses, nuestro ingreso familiar sea igual o inferior a la cantidad indicada en la fila denominada "50% de la mediana" para el tamaño de nuestra familia.

\_\_\_\_\_ Durante los últimos doce (12) meses, nuestro ingreso familiar sea igual o inferior a la cantidad indicada en la fila denominada "80% de la mediana" para el tamaño de nuestra familia.

\_\_\_\_\_ Durante los últimos doce (12) meses, nuestro ingreso familiar sea superior de la cantidad indicada para el tamaño de nuestra familia.

Nota: La información anterior está sujeta a verificación por parte de los funcionarios del gobierno.

3. Proporcionar la siguiente información es opcional, pero se necesitan datos para fines estadísticos. Por favor, compruebe los elementos apropiados a continuación si es aplicable a **su hijo(a)**:

Etnico: ( ) Hispano ( ) No Hispanos  
Raza: ( ) Blanco ( ) Negro/Afroamericano ( ) Asiático  
( ) Nativo de Hawai / Islas del Pacífico ( ) Otro  
( ) Los Indios Americanos / Nativos de Alaska  
( ) Blanco & Los Indios Americanos / Nativos de Alaska ( ) Blanco & Asiático  
( ) Blanco & Negro/Afroamericano ( ) Otras Razas  
( ) Negro/Afroamericano & Los Indios Americanos / Nativos de Alaska  
Sexo: ( ) Masculino ( ) Femenino  
Discapacitado: ( ) Sí ( ) No  
Anciano (60+): ( ) Sí ( ) No  
Mujer singular cabeza de familia? ( ) Sí ( ) No  
Hombre singular cabeza de familia? ( ) Sí ( ) No

4. ¿Cuál fue **su** más alto grado en la escuela completado? \_\_\_\_\_

Certifico que de mi conocimiento, la información anterior es verdadera y correcta.

Firma

Imprimir Nombre

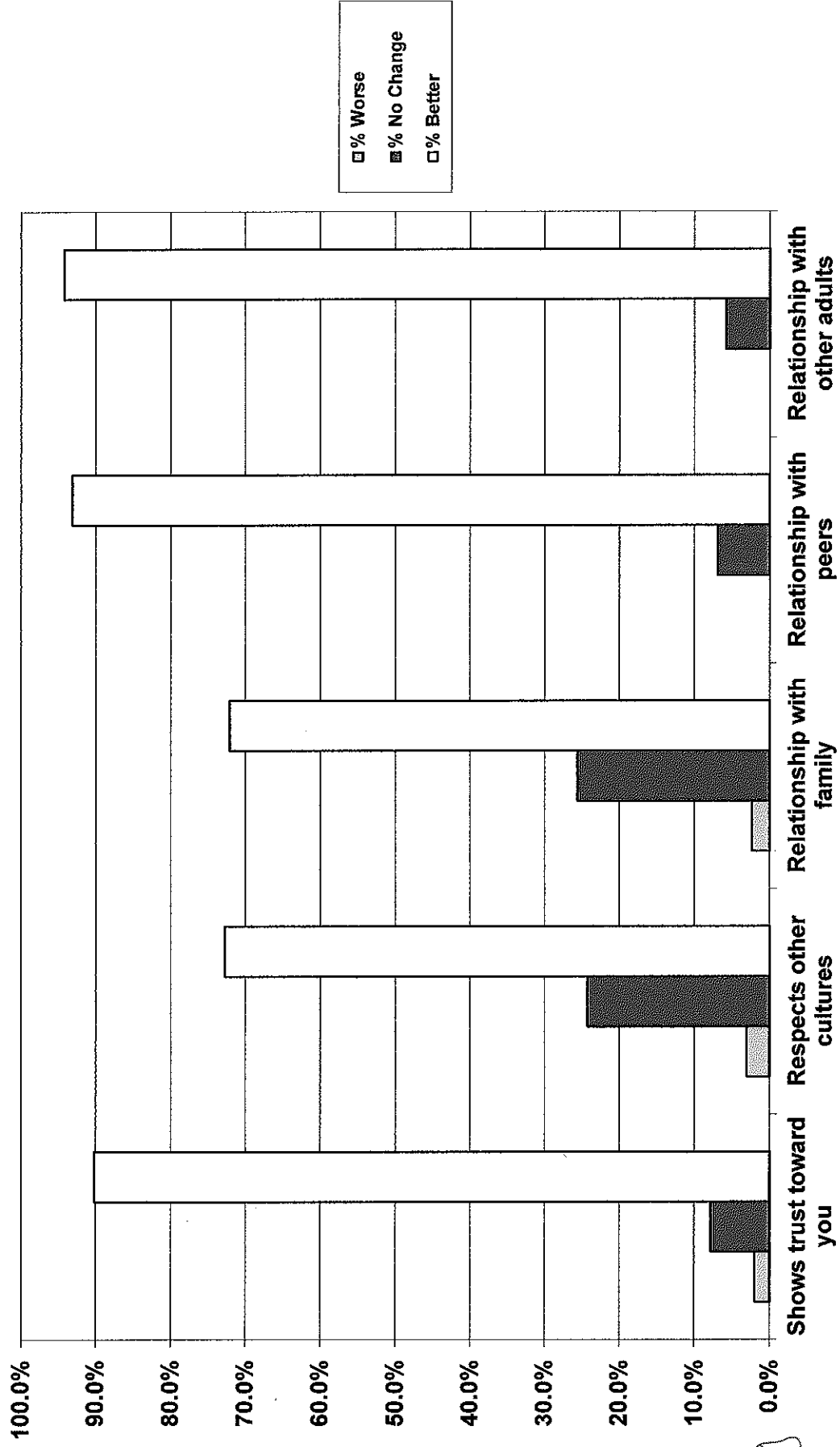


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# CHD/Big Brothers Big Sisters of Hampshire County FY16 POE Summary

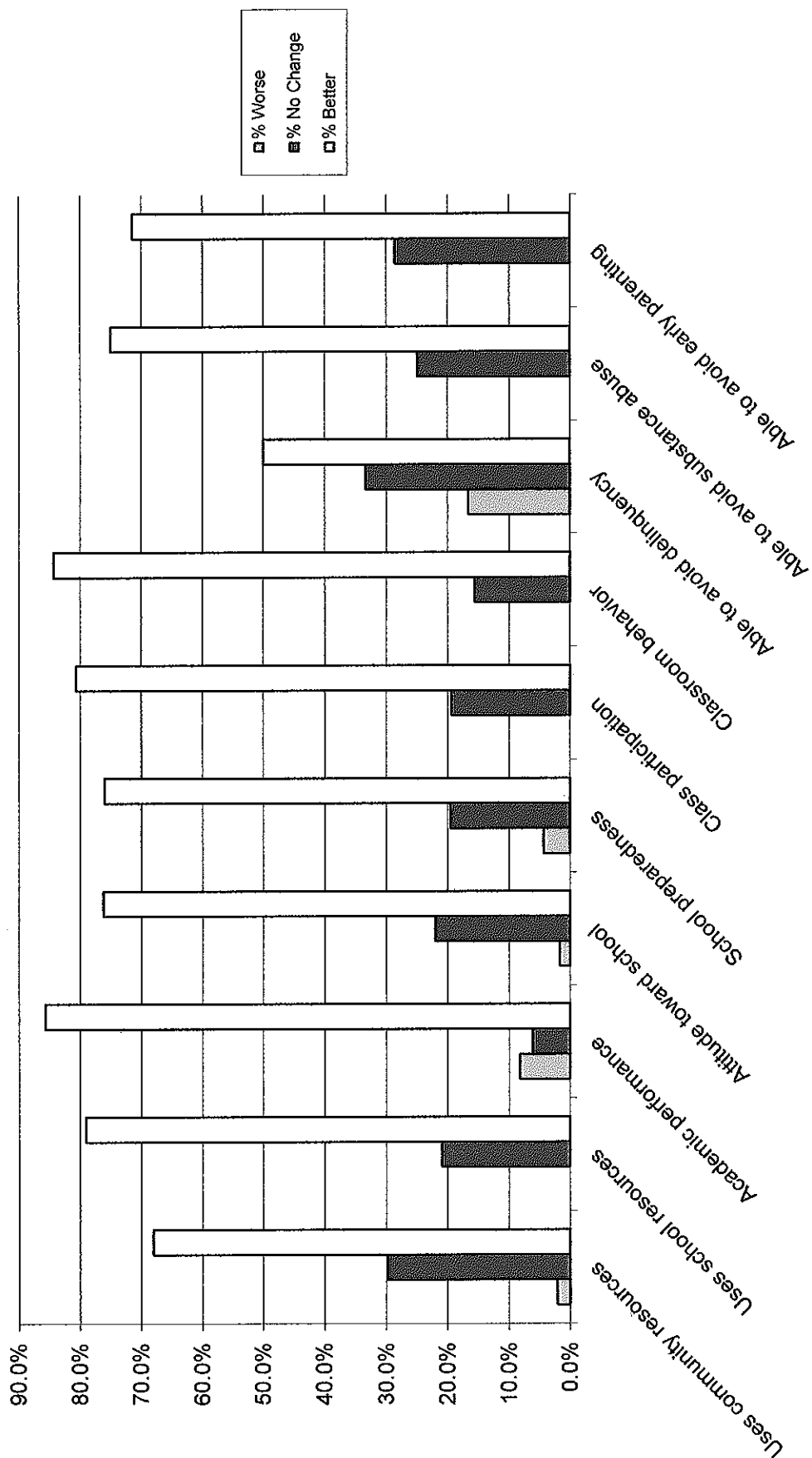
## Changes in Caring Indicators



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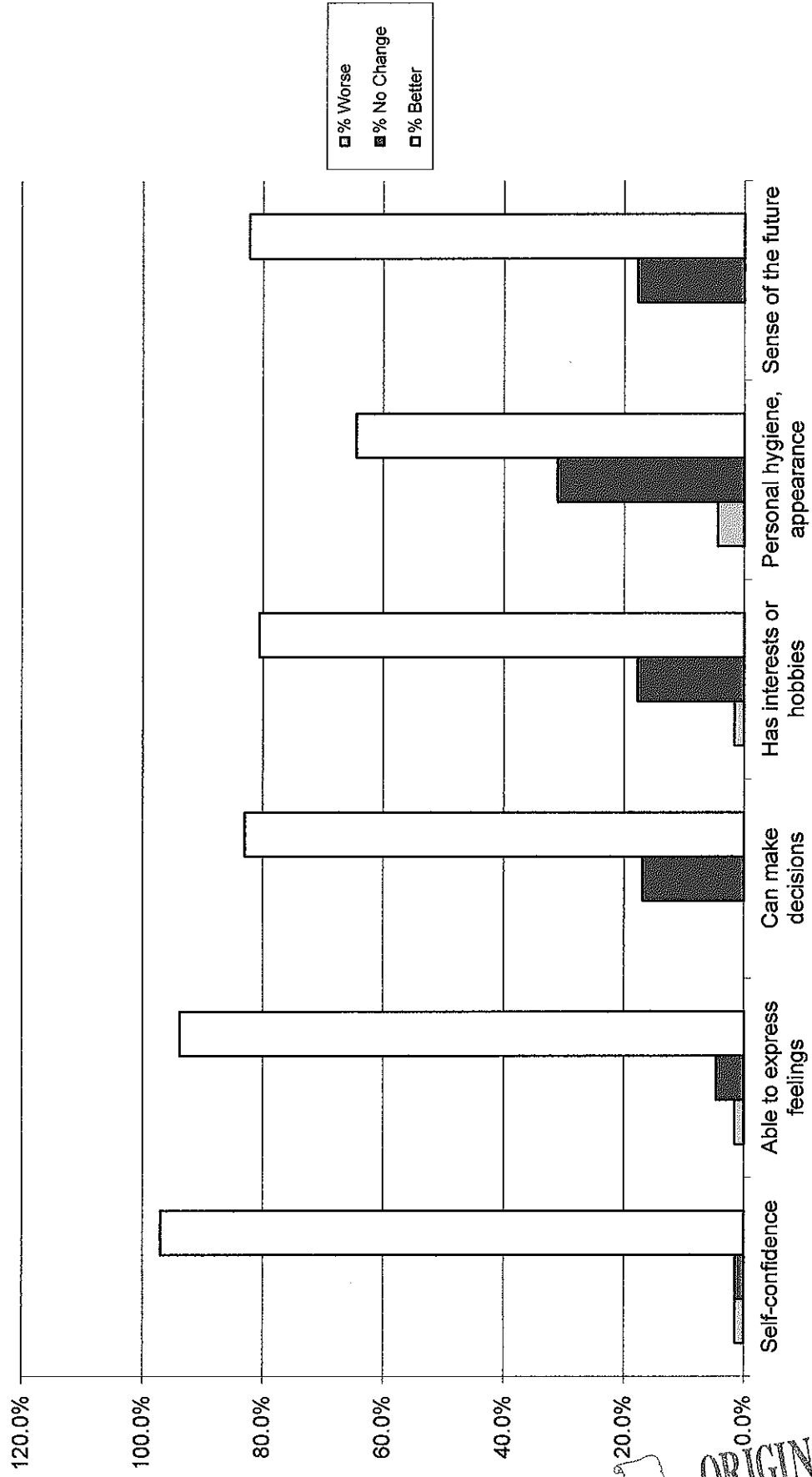
# CHD/Big Brothers Big Sisters of Hampshire County FY16 POE Summary

## Changes in Competence Indicators



# CHD/Big Brothers Big Sisters of Hampshire County FY16 POE Summary

## Changes in Confidence Indicators



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## POE FORMS

Volunteers, teachers, and others use the following forms to report changes observed in youth.

The following definitions are offered to clarify the items on the POE assessment forms. Note that these items are somewhat general. Individuals report on their own specific observations within the general meaning of these definitions.

### GOAL AREA #1: CONFIDENCE

- 1) Self confidence - *A sense of being able to do or accomplish something.*
- 2) Able to express feelings - *Is able to reveal, talk about, or discuss feelings.*
- 3) Can make decisions - *Thinks before acting and is aware of consequences of behavior.*
- 4) Has interests or hobbies - *Pursues activities such as reading, sports, music, computers, etc.*
- 5) Personal hygiene, appearance - *Dresses appropriately and keeps self neat and clean.*
- 6) Sense of the future - *Knows about educational and career opportunities.*

### GOAL AREA #2: COMPETENCE

- 7) Uses community resources - *Partakes in service activities, libraries, recreation, church/other faith-based activities.*
- 8) Uses school resources - *Uses the library, guidance counselors, tutorial centers.*
- 9) Academic performance - *Makes good grades or improves grades.*
- 10) Attitude toward school - *Is positive about going to school and about what can be learned.*
- 11) School preparedness - *Completes homework and other assignments.*
- 12) Classroom participation - *Actively takes part in learning; responds to questions.*
- 13) Classroom behavior - *Pays attention in class; isn't disruptive.*
- 14) Able to avoid delinquency - *Refrains from behaviors that are illegal for person of his or her age.*
- 15) Able to avoid substance abuse - *Doesn't use illegal or harmful substances (e.g., drugs, alcohol, tobacco).*
- 16) Able to avoid early parenting - *Doesn't engage in sexual behavior likely to result in early parenting.*

### GOAL AREA #3: CARING

- 17) Shows trust toward you - *Isn't reluctant to confide in you, to accept your suggestions.*
- 18) Respects other cultures - *Doesn't stereotype or put down other ethnic, racial, language, or national groups.*
- 19) Relationship with family - *Interacts well with other family members.*
- 20) Relationship with peers - *Interacts well with persons of own age.*
- 21) Relationship with other adults - *Has good interactions with other adults who are not family members.*

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# PARENT REPORT ON THE MATCH

## For Agency Use

Mentee name: \_\_\_\_\_ Parent Name: \_\_\_\_\_ Volunteer Name: \_\_\_\_\_

Match ID: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Length of match when administered: \_\_\_\_\_  
(Specify in months/years)

Mentee City/Town: \_\_\_\_\_ Program: \_\_\_\_\_

Age: \_\_\_\_\_ Date of Match: \_\_\_\_\_ Community-Based ☐ School-Based ☐ Other Site-Based ☐

Male ☐ Female ☐ White ☐ Black ☐ Hispanic ☐ Asian ☐ Native American ☐ Other ☐

We would like you to describe any changes you've observed in the below areas *over the past \_\_\_\_\_ months.*  
It's okay to indicate "don't know" if you have no knowledge about change in a given area.

	Much Better	A Little Better	No Change	A Little Worse	Much Worse	Don't Know	Not A Problem
<b>CONFIDENCE</b>							
1) Self-confidence							
2) Able to express feelings							
3) Can make decisions							
4) Has interests or hobbies							
5) Personal hygiene, appearance							
6) Sense of the future							
<b>COMPETENCE</b>							
7) Uses community resources							
8) Uses school resources							
9) Academic performance							
10) Attitude toward school							
11) School preparedness (homework)							
12) Class participation							
13) Classroom behavior							
14) Able to avoid delinquency							
15) Able to avoid substance abuse							
16) Able to avoid early parenting							
<b>CARING</b>							
17) Shows trust toward you							
18) Respects other cultures							
19) Relationship with family							
20) Relationship with peers							
21) Relationship with other adults							

*Thank you!*



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## VOLUNTEER REPORT ON THE MATCH

For Agency Use			
Mentee name: _____	Parent Name: _____	Volunteer Name: _____	
Match ID: _____	Date Completed: _____	Length of match when administered: _____ <small>(Specify in months/years)</small>	
Mentee City/Town: _____	Program: _____		
Age: _____	Date of Match: _____	Community-Based <input type="checkbox"/> School-Based <input type="checkbox"/> Other Site-Based <input type="checkbox"/>	
Male <input type="checkbox"/> Female <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/>			

We would like you to describe any changes you've observed in the below areas *over the past \_\_\_\_\_ months*. It's okay to indicate "don't know" if you have no knowledge about change in a given area.

	Much Better	A Little Better	No Change	A Little Worse	Much Worse	Don't Know	Not A Problem
<b>CONFIDENCE</b>							
1) Self-confidence							
2) Able to express feelings							
3) Can make decisions							
4) Has interests or hobbies							
5) Personal hygiene, appearance							
6) Sense of the future							
<b>COMPETENCE</b>							
7) Uses community resources							
8) Uses school resources							
9) Academic performance							
10) Attitude toward school							
11) School preparedness (homework)							
12) Class participation							
13) Classroom behavior							
14) Able to avoid delinquency							
15) Able to avoid substance abuse							
16) Able to avoid early parenting							
<b>CARING</b>							
17) Shows trust toward you							
18) Respects other cultures							
19) Relationship with family							
20) Relationship with peers							
21) Relationship with other adults							

*Thank you!*

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**For Non-AIM Agency Use Only**

Agency ID: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Name of Little: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Length of match when administered (in months): \_\_\_\_\_

Youth Age: \_\_\_\_\_

Male ☐\_0 Female ☐\_1

CB ☐\_1 SB ☐\_2 Other ☐\_3

Ethnicity: White ☐\_1 Black ☐\_2 Hispanic ☐\_3 Asian ☐\_4 Native American ☐\_5 Other ☐\_6

Age of mentor: \_\_\_\_\_ Gender of Mentor: Male ☐\_0 Female ☐\_1

**These questions ask how you feel about yourself and other kids. For each sentence, decide how true the sentence is for you. Then circle one number that fits best. If you think the statement is NOT AT ALL TRUE, circle "1"; if you think the statement is NOT VERY TRUE, circle "2"; if the statement is SORT OF TRUE, circle "3"; or if you think the statement is VERY TRUE, circle "4."**

	(Circle One)			
	Not At All True	Not Very True	Sort Of True	Very True
1. I am always doing things with a lot of kids.	1	2	3	4
2. I wish that more people my age liked me.	1	2	3	4
3. I find it hard to make friends.	1	2	3	4
4. I would like to have a lot more friends.	1	2	3	4
5. I am popular with others my age.	1	2	3	4
6. I have a lot of friends.	1	2	3	4

**These questions ask how you feel about yourself, school, and your teacher(s).**

	(Circle One)			
	Not At All True	Not Very True	Sort Of True	Very True
7. I have trouble figuring out the answers in school.	1	2	3	4
8. I feel that I am just as smart as other kids my age.	1	2	3	4
9. I am very good at my schoolwork.	1	2	3	4
10. I'm pretty slow in finishing my school work.	1	2	3	4
11. I often forget what I learn.	1	2	3	4
12. I do very well at my class work.	1	2	3	4

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### MY PLANS FOR HIGH SCHOOL AND COLLEGE

These sentences are about your plans for high school and college. Circle one number to show how sure you are about each question. If you are **NOT AT ALL SURE**, circle "1"; if you are **NOT REALLY SURE**, circle "2"; if you're **MOSTLY SURE**, circle "3"; and if you're **VERY SURE**, circle "4."

How sure are you that you will...	(Circle One)			
	Not At All Sure	Not Really Sure	Mostly Sure	Very Sure
13. finish high school?	1	2	3	4
14. go to college?	1	2	3	4
15. finish college?	1	2	3	4

Thinking about the grades and marks you are getting in school, please circle how you are doing.

	(Circle One)				
	Not Good At All (F)	Not So Good (D)	Good (C)	Very Good (B)	Excellent (A)
16. Mathematics	1	2	3	4	5
17. Reading or Language Arts	1	2	3	4	5
18. Social Studies	1	2	3	4	5
19. Science	1	2	3	4	5

In the next questions think about how you feel when other kids your age do certain things.

	(Circle One)			
	It's not okay	It's sort of okay	It's mostly okay	It's perfectly okay
What do you think about kids your age:				
20. Using tobacco (cigarettes, cigars, smokeless or chewing tobacco)?	1	2	3	4
21. Taking drugs that aren't given to them by a doctor or parent?	1	2	3	4
22. Drinking alcohol without their parents knowing?	1	2	3	4
23. Skipping school without permission?	1	2	3	4
24. Hitting someone because they didn't like something they said or did?	1	2	3	4
25. Breaking rules in school?	1	2	3	4
26. Being late for school?	1	2	3	4

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These questions ask about how things are going with your parents or guardians. If you live with two parents, please think about the parent or guardian you feel the closest to when you answer these questions.

How often do I feel that...	(Circle One)			
	Hardly Ever	Not Very Often	Some-times	Pretty Often
27. My parents respect my feelings.	1	2	3	4
28. My parents accept me as I am.	1	2	3	4
29. When I'm angry about something, my parents try to be understanding.	1	2	3	4

These questions ask about some behaviors you might have engaged in the past 30 days. Please remember that ALL of your answers will be kept private.

How often, in the past 30 days have you ... (* if you're answering this question in July-September, reply for last May)	(Circle One)			
	Never	I have done this, but not in the last 30 days	I did it 1-2 times in the last 30 days	I did it 3 or more times in the last 30 days
30. Been absent from school?	1	2	3	4
31. Been late for school?	1	2	3	4

32. Right now in your life, is there a special adult (not your parent or guardian) who you often spend time with? A special adult is someone who does a lot of good things for you. For example someone (a) who you look up to and encourages you to do your best, (b) who really cares about what happens to you, (c) who influences what you do and the choices you make, and (d) who you can talk to about personal problems?

☐ No, I don't have a special adult in my life right now.

☐ Yes, I do have a special adult in my life.



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## Big Brothers Big Sisters

3 month SoR ☐ 12 month or EOSY SoR ☐

Date Completed: \_\_\_\_\_

Match Name: \_\_\_\_\_ Date of Match: \_\_\_\_\_ Youth's Name: \_\_\_\_\_

Youth's Age: \_\_\_\_\_ Male ☐ Female ☐ CB ☐ SB ☐ Other ☐

Ethnicity: White ☐ Black ☐ Hispanic ☐ Asian ☐ Native American ☐ Other ☐

Check if: HS Student ☐ College Student ☐

Check if: E-mail ☐ In-person ☐ Over phone ☐

### YOUTH STRENGTH OF RELATIONSHIP SURVEY

For each of the sentences below, **decide how true each statement is for you**. Then, circle one number that fits best. If you think the statement is NEVER TRUE, circle "1"; if you think it is HARDLY EVER TRUE, circle "2"; if the statement is SOMETIMES TRUE, circle "3"; if you think it is MOST OF THE TIME TRUE, circle "4"; and if the statement is ALWAYS TRUE, circle "5."

	(Circle One)					
	Never True	Hardly Ever True	Sometimes True	Most of the Time True	Always True	I Don't Know
1. My Big has lots of good ideas about how to solve a problem.	1	2	3	4	5	6
2. My Big helps me take my mind off things by doing something with me.	1	2	3	4	5	6
3. When I'm with my Big, I feel ignored.	1	2	3	4	5	6
4. When I'm with my Big, I feel mad.	1	2	3	4	5	6
5. When I am with my Big, I feel safe.	1	2	3	4	5	6
6. When I'm with my Big, I feel disappointed.	1	2	3	4	5	6
7. My relationship with my Big is very important to me.	1	2	3	4	5	6
8. When I'm with my Big, I feel bored.	1	2	3	4	5	6
9. When something is bugging me, my Big listens while I talk about it.	1	2	3	4	5	6
10. I feel close to my Big.	1	2	3	4	5	6

**Thank You!**



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## Big Brothers Big Sisters

**FOR NON-AIM AGENCY USE ONLY:**

3 month SoR ☐ 12 month or EOSY SoR ☐

Match Name: \_\_\_\_\_ Date of Match: \_\_\_\_\_ Mentor's Name: \_\_\_\_\_

Mentor's Age: \_\_\_\_\_ Male ☐ Female ☐ CB ☐ SB ☐ Other ☐

Ethnicity: White ☐ Black ☐ Hispanic ☐ Asian ☐ Native American ☐ Other ☐

### MENTOR STRENGTH OF RELATIONSHIP SURVEY

To what extent do you agree with the following statements?	(Circle One)					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I Don't Know
1. I am enjoying the experience of being a Big.	1	2	3	4	5	6
2. I expected that being a mentor would be more fun than actually it is.	1	2	3	4	5	6
3. My Little and I are interested in the same things.	1	2	3	4	5	6
4. I feel confident handling the challenges of being a mentor.	1	2	3	4	5	6
5. Being a Big is more of a time commitment than I anticipated.	1	2	3	4	5	6
6. I feel overwhelmed by my Little's family difficulties.	1	2	3	4	5	6
7. My Little has made improvements since we started meeting.	1	2	3	4	5	6
8. I sometimes feel frustrated with how few things have changed with my Little.	1	2	3	4	5	6
9. My Little and I are sometimes at a loss for things to talk about.	1	2	3	4	5	6
10. It is hard for me to find the time to be with my Little.	1	2	3	4	5	6
11. I think my Little and I are well-matched.	1	2	3	4	5	6
12. I get the sense that my Little would rather be doing something else.	1	2	3	4	5	6
13. My Little has trouble sticking with one activity for very long.	1	2	3	4	5	6
14. I feel close to my Little.	1	2	3	4	5	6

15. Which of the following best describes how decisions are usually made about how you and your Little will spend your time together? *[Please check only one box.]*

- ☐ I usually decide how we'll spend our time together.
- ☐ My Little usually decides how we'll spend our time together.
- ☐ I get ideas from my Little then we decide together.
- ☐ The agency case manager outlines how we will spend our time together.
- ☐ Someone else (like a teacher or parent) decides how we'll spend our time together.



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## Parent Enrollment Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. When I first contacted the agency, I was given enough information about the program and the benefits that my child would gain by having a volunteer in their life.					
2. In scheduling my interview I felt the staff was accommodating and helpful in working with my schedule and needs.					
3. Upon meeting BBBS staff, I was greeted in a friendly, professional manner.					
4. I felt that the interview and other enrollment processes were appropriate and necessary.					
5. I have a good understanding of what to expect from a Big Brother or Big Sister.					
6. I have a good understanding of what my role will be now as a parent in this program.					
7. Now that my child is enrolled, I will feel comfortable contacting the agency for any questions, assistance, and support.					

What suggestions do you have for how we might improve the enrollment process?

Is there anything else you'd like to tell us?



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## Volunteer Enrollment Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. When I first contacted the agency, I was given enough information about what I was volunteering to do.					
2. Staff were always available to answer my questions.					
3. I felt that the time it took to go through the enrollment process was reasonable.					
4. I felt that the interview and other enrollment processes, such as reference checks, were appropriate and necessary.					
5. I have a good understanding of what my role will now be as a Big.					
6. I will feel comfortable contacting agency for support & education.					

What suggestions do you have for how we might improve the enrollment process?

Is there anything else you'd like to tell us?

## Parent Match Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I have found the BBBS staff to be friendly and courteous.					
2. During my child's match I have felt that BBBS staff were available to support my child and me.					
3. When I have contacted the agency with a problem or question I have received prompt service.					
4. I would encourage my friends to involve their child with the agency.					
5. I feel comfortable contacting the agency for any questions, assistance, and concerns.					
6. Up to this point, my child has had a positive and fun experience.					

Is there anything else you'd like to tell us?



**ORIGINAL**

## Volunteer Match Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I've found agency staff to be friendly and courteous.					
2. I feel staff were there to support me and the relationship with my Little.					
3. If I contacted the agency with a problem or question, I would get prompt service.					
4. I would encourage my friends to become involved with the agency.					
5. Up to this point, I've had a fun & rewarding experience.					

Is there anything else you'd like to tell us?



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